



# **FINAL GRADE AND POST-GRADE WORK ACTION FORMULIMS**

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ACTION FORMULISM (SPANISH/ENGLISH)

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## INTRODUCTION

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This work comes from a professional and personal experience, of the subscript teachers. Aspects merged, per our respective career, we have chosen to dedicate teaching in the censor University, and moreover each of us has been dedicating in this field at least twenty years. It has been then, a long period of our life that dedicates the always gratifying task of transmit, develop and impulse the learning of the future intellectuals and professionals generations. In our work, we always have as goal not stopping us only in the simple and aseptic diffusion of the subjects contains that we teach, but we try to educate to real experience of their profession and therefore to their inclusion in the best conditions, as a proactive person, responsible for a critic, into the productive society.

During the time we supervised in different works for the insertion of the student in the research activity – degree monographic works, final degree research work and third cycle (DEA) and doctoral thesis-. Only in a sentence, we had to help them in their duties and researches, but also in how to face them to achieve the success. Perform this task has been a continuous adaptation effort to the requirements of a changing world; By owing this, we try to learn, develop and research new knowledge that were not program in our studies degree, but after they have become the necessity. We don't only refer to new facts or unpublished knowledge that emerge after, but to those that our teachers did mention about the expression "you should know it" and that, we did not know them well, because they always suppose it to us and no one had taught us.

Being a teacher has always embrace in asking the key knowledge or abilities that has not value in the specific treatment of a resume and academic programs, and therefore, they have not taught –by the same or by others-, especially in the case in which there are not any subject about the topic. Also can be difficult to dedicate in the part of the teaching time to explain knowledge and abilities that "are out" of the syllabus, but however, they are not only needed but also required. We believe that the education of the student have to be comprehensive, focusing our effort to the resolution of the unknown, doubt and problems, of every kind and even more to those that are cover by the subject; we affirm that we are obliging to give them tools that help them to improve the quality of their intellectual production and, especially, to face their insertion in the social activity, in a real reaction activity.

A clear case of this type of the knowledge designated but frugally given the ones is called "research works" that, independently of the level in which the student are, demanded at the end of each subject or discipline, from the first to the last course of degree or post-grade,

and often correct with the requirements of a doctoral thesis, and in others, with a relevant irresponsibility level. The defense of the student which is in front of a demanding teacher is clear: "Anyone have never explained that to me!" And everyone knows that explanation is irrefutable.

Because all that, when the Project for innovation and quality in censor teaching the announcement came up by the Vicerrectorado de Innovación y Calidad de la Universidad Complutense de Madrid of this year, we have decided that could be a good topic, have always looking for the students and the teachers that match with our estimations and would want to join us. We will try, to set a basis, in a simple way, clear and concisely, for developing this kind of project, and specially, of the projects or final degree and post-grade works.

Our first goal was the unification of the guidelines and criteria. We understand this unification is in tree levels: unification of format and standards, because there are a lot of them and various, been used frequently wrong because unknown, negligence or wrong interpretation; but also the unification of the corresponding to the correction demands, considering the time dedicate by the student and its university level; and eventually, unification of the relation to those students come from the European Union needed of a guide that, simply, give them the general steps to know the Spanish demands related with these works. From that comes, also, our desire to translate into English version, because it is the common language more spoken in nowadays, but with the intension of, in a near future, could be translated into other languages, as Spanish – Vaske, Catalan, Valenciano or Gallego- as foreigners – French, Japanese, Dutch, Italian...

One of the more complex aspects of this job was the unification of the standards related to the strictly formal aspects, because the university documentation related is mostly scant, none or it has not enough access through internet, even this has been the most common consult environment, feasible and reliable for the student, even for national or abroad. With this sense, in the national scope, in between the universities that greater care do have relate to this formal aspects of working presentation, as in its systematization as in its diffusion to the university community, to stand out the University of Salamanca, [http://www.usal.es/webusal/files/file/finmaster\\_hispana09.pdf](http://www.usal.es/webusal/files/file/finmaster_hispana09.pdf) plus some technical colleges<sup>1</sup>. We base on, because of it, in the standard derivate of the Royal Decree of the

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<sup>1</sup> Escuela Técnica Superior de Ingeniería Industrial de la Universidad Politécnica de Cartagena. Disponible en: <[http://www.etsii.upct.es/pdfs/normativa\\_PFC\\_TFG\\_TFM\\_ETSII.pdf](http://www.etsii.upct.es/pdfs/normativa_PFC_TFG_TFM_ETSII.pdf)>.

Normas trabajo fin de máster. Universidad de Córdoba. Postgrado en Nutrición. Disponible en: <<http://www.postgradonut.webfactional.com/programa/normas-trabajo-fin-de-master>>.

Normativa trabajo fin de máster EUATM: Máster Oficial "Técnicas y sistemas de edificación". Escuela Universitaria de Arquitectura Técnica Disponible en: <[http://www.euatm.upm.es/master/NORMATIVA\\_TRABAJO\\_FIN\\_DE\\_MASTER\\_EUATM.pdf](http://www.euatm.upm.es/master/NORMATIVA_TRABAJO_FIN_DE_MASTER_EUATM.pdf)>.

Spanish universities, in which they specified some number of aspects required to this works, mandatory for obtaining of each of the corresponding degree, and in between those have to be highlighted the adequacy to the student level and to the dedication time which is defined in the corresponding syllabus of the grade or post-grade.

This document is dedicated to the students; to those, whom may concern, by their interest for the knowledge, also with student's strict learning that teachers would be motivated by the students to improve the works day by day.

## CHARACTERISTICS

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In the long Spanish university legislation, Laws, Royal Decree and successive modifications, refers to, in a mayor or lower measure, to the compromise of implant final works of Grade and Post-grade degree. In the Royal Decree 1393/2007, of 29<sup>th</sup> of October (BOE of 30<sup>th</sup> of October), by establishing the ordination of the official university teachings, it is related to the characteristics of both final works, specifically in the article 12<sup>th</sup>, concerning with the Grade, and 15<sup>th</sup>, concerning with the Post-grade or Master.

In sets of this work must be designed as conclusion of this university studies and, in both cases, it allows a width fringe of values in credits that can be attribute to them in the academic program: in between 6 and 30 credits. The legislation force, also an agreement, fair and effective, in between the number of credits assigned to the work and the effort done by the student.

Also its value the public defense of the work, but only in Master case, not saying anything about the Grade case even is possible to be established by each institution.

In Grade case that qualifies for a specific professional, this final work would be substitution, in that case, for a Evaluation of Competition Objective and Structured (ECO) (Evaluación de la Competencia Objetiva y Estructurada ) that will evaluate by a committee constituted by the department of teacher which is related to the teaching degree.

Among the Grade basic competence, doing a brief summary can be set as followings:

- Their own knowledge in their field, the application of this knowledge and professional competences and the resolution of complex problems.
- Communicative and argumentative aspects. Interpretation of the relevance data and making judgments.
- New ideas formulation, problems derived of the previous knowledge and the formulation of solution through autonomous learning.
- Learning to face higher level studies.

In this case of Master, the basic competences, besides to the application which is obtained in the Grade are:

- To criticize analysis, evaluation and complex the ideas synthesis.
- Capability to face new and unknown environments from a multidisciplinary point of view.

- Elaboration and communication of substantial conclusion, of specialized nature, using the systematic comprehension, and with the enough quality to orientate toward the science community, to equally specialized readers and to the global society.
- Develop an original research, innovative and, because of that, giving a significantly contribution, that deserves to be published and that could be a national and international reference.
- Social, cultural or technological advances.
- Learning fully autonomous, with seriousness and academic ethic.

## TOPIC CHOICE-ELEMENTS TO CONSIDER

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The result of this pre-study, will provide to the student the definition of a topic with perfect bounds, specialized and enough relevance, but also adjust to the intellectual and contextual situation.

On this stage actuation of the tutor of the research is decisive (to look, “Tutors/directors and students. Duties and relations”).

Student has to take in count that the final works of grade and post-grade, are activities designed for him/her to show, reliably, that he/she knows how to apply what he/she learnt and confront unknown topics, using as the technology strategy of «learn to learn».

### **Actions for choice and definition of topic**

- Analysis of the topic background, state of the art, and theoretical framework. They must consult with the scientific backgrounds about the chosen topic, doing an estimation and definition, consequently, of the value of the new contribution, just as other contextual elements, as the availability of needed the environments and resources, whether technical, access to the documentation, or even economical and of the plan schedule.
- Check your suitability to the research lines of the academic program in which the work is developed. One of the sources for the election and definition of the topic is related to the research lines of the Grade and Post-grade program; some College and department have published a list of general topics, students must adjust to it then decide their specific topic. Other sources are the UNESCO codes, or the public data base of doctoral thesis.
- Realistic valuation of the topic relevance and its research. Choice of topic it will be the result, fundamentally, of the personal interest of the student in the topic, but also in a valuation of opportunity and relevance, in other words, of the interest of what can cause in the scientific community. This valuation will be performed, coordinated, in between the tutor and student, and it will be the commitment to drop trivial topics, even though they were unknown for the student, and investigate in vanguard research lines.
- Subscribe formulation of the problem and the hypothesis. After the previous steps, should be defined precisely on the reach of the topic, giving conjectures explanations to the treated problem and stabilize with precision possible endings. The definition of the problem and the hypothesis must be written briefly.

- To determine general and specific's goals. From the definition of the problem and of the approach of the hypothesis, will emerge goals that they will have to be organized rationally, making and evaluation of priority and precedence.
- Set up an applicable methodology. In the definition of the methodology the action of the tutor is essential, who will recommend the most suitable and will supervise that the student adjust to it without any deviation or confusion.
- The valuation of the relation in between the goals of work and implementation schedule. As it's been said in the first point, must be estimated the time of execution, enclosing the research, since it owns start, to the determine plan schedule.
- Organization of the contents, working timetable and develop strategy. This operation is essential, because it means to determine in advance that the plan schedule of dedication for each of the task in which the work is divided (search, consult and analysis of documentation; analysis and argumentation of the hypothesis; writing of the results, elaboration of the defense, etc...) and the corresponding to the plan schedule assignation, invariable and realistic, to each task.
- Definition of future research lines. It supposes a practice of future vision from the first moment of the topic choice, making a reflex ion about the personal advantages derived from the specialization in that topic. Also, during the research will appear up some side topics, even same interesting, but that can not to be add to the work, just because they are not expect research lines and in which treatment, or resolution, would excess to the treated topic and the plan schedule.

In between all the administrative aspects that can be at the university institution in which the work is taking place, we will point out four, having to take in count, as well as the quality of the research, and the plan schedule:

- The tutor designation and, in its case, practices tutor and co-tutor or co-director (Look at "Tutors/directors and students. Duties and relations").
- Inscription or registration, of the topic, using an initial report of the project, determinate extension, about two thousand words.
- Submit of a viability report to the tutor or director at the beginning of the work, and to reason out a final evaluation report.
- Arrange the process of research work, of its evaluation and defense.

## STANDARDS AND RECOMMENDATIONS

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- Page size: nowadays the most common format use is DIN A4; nevertheless it has as much advantages as disadvantages.

Advantages:

- standardization,
- if illustration are insert into the text, this can be bigger,
- the word –page/text size relation– can be larger,
- easy to be printed and binding

Disadvantages:

- Problems with its manage and storage,
- Quite limits creativity to the design.

Because of that, we recommended a DIN A4 format, except in those works that implicate some creativity and they required a special design.

- Page design: will be vertical. In those cases in which a specific document required a horizontal orientation, (maps, drafts ...) could be combining with both formats and resort to fold pages.
- Font type: legibility is the main requirement that is why it is recommend serif for text and sans serif for sort of texts as titles, sections and subsections, or headers; height x average; normal or average weight and not packed font, neither expanded or cursive.
- Font size: it will be always based on the page, the length of the line and of the interlineal space. Also will depend on if it is referring to a contextual quote out of the text (one lower size point than normal size) and the page foot note (two lower size points than normal size).
- Page title design: not too big. Could be use the same size as normal changing the style.
- Colour: although in some kind of works will be good to play with some typographic design variations, generally, simplest is easier to read.
- Avoid pages in white: when a text is written in double page, it is indispensable control where we put page breaks, not to find pages.
- Double page or double side printing: up until today it is fundamental thought and design takes in count of this option. It saves paper, the work looks more professional, and it uses less space and helps the lecture.
- Paper type: the one that support good printing in double page. It has to be considered the possibility of colour printing.



- Space between paragraphs: it is agreed to differentiate the different paragraphs in our work. We can do it in two ways: a) indent the first line of each paragraph and b) separate it through an additional space equivalent to a half amount of the space in between lines (in between 3 and 6 points added to the previous paragraph).
- Paragraph spacing: it used to be 20 percent of the size of the point of the font, at the end in order to not touching the ascending or descending of the character of the different lines. It's recommended single paragraph spacing.
- Differentiation in between chapters in relation with odd-even pages: in those documents presented in double page, the chapters must have indicated at even pages, it means, once the document opened, at the right side.
- Margins: it is agreed to have in count the binding, so it is agreed to leave half centimeter more to the inside margin than the outside one.
- Page numbering: at the foot page and, depending on taste, in the outside, inside or centered of margin. In the case that, because design, it is placed in the header, it always has to be in the outside margin.
- Index: Up until today it is obligatory that general or content index, goes at the beginning of the document, not at the end. In case of other kinds of index, consult the corresponding section in this document. In any case, have to show the correspondence with the page and present a complete justification.
- Quotes and notes: as well that says the section with the same name, it is recommended standardization.
- Graphic documentation: follow recommendations of the corresponding section of this manual.
- Justification: complete. In the case of contextual quotes, as it said, in its corresponding section, quotes have to be indent in the left margin and, occasionally, at the right one.
- Control of Widow and Orphan lines: it is not agreed, from a formal point of view, leave just one line alone at the end of a page or start a new page with just one line. In some word processor exists a command that fix this problem.
- Work extension: Of course, have to be considering the actual standard in each program. If it doesn't exist, or if it were poor, will depend on the credits or academic grade that wants to be obtain and mainly, in the relation time/content.
- Uniformity: once a standard is adopted –style, margins, bibliographic systems...– it should maintain, without any change, until the end of the document.
- Conclusions: clear relation and concise finding or to obtain findings. It is not a dissertation that summarizes the contents of work.
- Names of index in double column with a smaller font than the normal font style.
- References: must use the ISO 690 and 692 systems.

- Document electronic format: PDF, with a CD or DVD copy.

## STRUCTURE

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The paper must include the following structure: [the asterisk (\*) indicate character electivity].

- Courtesy sheet (\*): blank on both sides, and although it counts in the correlative numbering of the pages of the document, the number should not appear up.
- The title and author which are appeared on its sheet. As in the previous case, the page number does not review, but it counts.
- Credit Sheet. In regards to the numbering of the pages, as in those two previous cases, it will appear up:
  - University, College, Department and and/or program.
  - Full title.
  - Author (Name and Two family names).
  - Type of work or grade to which they apply
  - Director or Guider.
  - Place.
  - Date.
- Dedication\*: if this is a short or brief research paper, type "final grade", it should not be put. The other cases, it must be brief, lined-up and italicized. Nor will contain the page number.
- Gratitude\*: only in those cases in which really helped us: specific centers of research, specific researchers ..., it always relate to the actual work. No page number.
- Initial quote of work\*: if it is agreed -even though not essential- select a date or bind outlining general thoughts from our research. In the case of the put, the text should be in italics, and the author in normal font. There shouldn't be a bibliographic note. No page number.
- Table of Contents: it always at the beginning of the document. Must, as mentioned above, reflect the numerical references of the pages to which it alludes.
- Introduction: brief, indicating the personal interest and justification of the structure. As for the numbering of pages, should be correlated with the preceding, but may be numbered in Roman numerals.
- Goals: should indicate clearly and concisely, the conclusions that will be targeted.
- Methodology: brief and simple statement of these steps in the research process, procurement and relationship in between them. It can enter a schedule, like it said relation of timetable sentences must to complete. In this case that there was any

variation in between what was proposed and carried out should be disclosed and the reasons for the change of planning.

- These objectives and the methodology can be part of the introduction, it is advisable in this respect, consult the specific regulations of each program or, in the case that does not exist, the tutor/director.
- Development of research: Be the body of work. Development should be structured well and outlined in the index.
- Conclusions: brief, clear, and that meet the set up goals.
- Bibliography: it should reflect all documents consulted. In general, the correct order to be pointed out is the alphabet. In more extensive or specific works you can order by chapters and even dedicate a section to the existing but not consulted. Another alternative order, depending on the documents, may be according to the nature of them (libraries, e-mail, something else but except books... ).
- Indexes (plates, illustration, names of content ...) that meet those requirements of necessary data.
- Attachments: can be documentary, graphics, statistical. Agree to make them different.

In conclusion:

The work must be presented in double-page following standards and structure which are established for each of the cases.

## TUTORS/DIRECTORS AND STUDENTS. DUTIES AND RELATIONS

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In benefit of simplicity of exposition, we will use the term guardian figures encompassing tutor and director, since the difference in between the two, such as students, is determined by the level of studies and not so much to its responsibilities and commitments whatever, the case are basically the same.

COMPUSLORY ACTIVITIES	
TUTOR	STUDENT
Personal dedication to the student	Dedication to their work of the final grade or post-grade
Direct, instruct and train the student to acquire the skills of the researcher's itself	Permeability suggestions, to impel their own intellectual abilities and promote personal transformation
Advise on the original outline definition of the work and value suitability	Prepare an initial outline of work, in which values the opportunity of the research, those basic goals and a concise bibliography on the topic
Help the precision of the topic	Propose one topic and accept those precisions of tutor
Adapt the requirements with the level of studies in which found by the student (grade, post-grade and PHD)	Set realistic goals and to commit in his/her compliance
Coordinate and decide the most suitability methodology for the research	Suggest and coordinate the most suitability methodology for the research
Provide basic relevant information and pay attention to specific	Search for specific information

Provide a basic bibliography and checking its validity of specific that locate and consult to the student	Consult the relevant bibliography, locate and study specific bibliography on the topic have discussed
Agree and notice the bibliographic system, requiring its compliance	Comply with the bibliographic rules strictly
Set a schedule in between tutors and students, and specify a timetable about the work and with the student's agreement, make efforts and credits.	Adjust your schedule and keep the work timetable which is agreed with the tutor, knowing that it is not the only job he directs and guides other activities (teaching, management, research and other priorities)
Guide and help students in managing of their own work	Manage their own work, in relation with the set timetable.
Read and give the critical comments of those drafts	Present drafts periodical with correction of errors before the next submission
Guide and keep an eye on the student, making sure they reach those suggested goals	Reason, argue and evaluate opinions and valuations
Set regular meetings ( face to face or virtual)	Attend meetings, face to face or virtual, on time, present information, problems defined and relevant issues.
Control the dedication and discipline of the student	Observe their obligations as a researcher and set priorities
Dynamite of the student's work and put new energy into student's work and keep watch on the goals achievements on time	Analyze his/her own work rationally, set priorities and make decisions
Promote critical reasoning	Consult limitations and shortages

Promote the student's intellectual independence and risk-taking	Managing the uncertainty, typical of the research activities
Inform on the ethical aspects of research	Bring up his/her resolve capacity before the ethical dilemmas and problems
Managing the practical works and student's mobility	Comply with the requirements of practical works and travels, taking responsibility for their administration proceedings
Make the final report, individual and motivated way of work. Supervise to the students	Write the derived research reports, and which are come from academic and professional works
Advice on the design and layout of the final document presentation and the preparation of the defense, through rehearse.	Knowing how to present the conclusion in writing, verbally and with the new technologies
Keep watch on deadlines and administration formality	Adapt to their research deadlines which is set by the university and perform the administration proceedings

As it said, the primary goal of these works is the introduction of student research of a formal systematic and direct ways, so that the functions, tasks and obligations, as much tutor as student must coordinate and obey in those prior points which have talked before. In hence we consider that, as a team work, the ownership of copyrights of intellectual property work, it is set by mutual agreement, alternative, belong to each other, think in future publications, in whole or part of it, of the document.

A student's right is able to change the director, an option frequently regulated by the University or the Center respective and which must be justified in both parties.

The law also contemplates the figure of the co-director, which are linked mainly to external practices and mobility of the student. Not only natural neither to show obligatory of the work and the responsibility by the management of the student reign practices in an enterprise, or teacher of another institution, domestic or foreign, have been held responsible for the student's studies.

Another figure of presenter, it should be appointed out in the case of work that is supervised by an external teacher to the program, department or center that is registered, and then

submit the final paper grade or post-grade. The appointment of the presenter is made by agreement in between the student and the tutor, both of them should inform him/her how to show the regularly developments in the research.



## BIBLIOGRAPHY STYLES

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There are many styles of bibliographical references. Here will only talk about the most important ones, most of them, as we will see, from the Anglo-Saxon world.

Each of these systems was, in the day of each one, developed for a different or specific scientific field. However, almost all of them were, with time pass, to extend and its spectrum of utility extensively, so that systems created for bio-medical came to become useful for the social sciences, and vice versa.

Any of them are valid, the choice will depend on, or the student, the publication allocate or the tutor. In any case, the style has always chosen to be expressed through the correct observation of more specific rules or guidelines. It must maintain throughout all the work, because there is nothing more confuse than different bibliographic reference styles.

The following information are some of the most important sources for the styles been mostly use:

### Vancouver Style

Concepción Díaz Mayans: *Referencias bibliográficas estilo Vancouver*, Matanzas, Cuba: Centro Provincial de Ciencias Médicas, 2009, [en línea], fecha de consulta: 10 de octubre de 2009. Disponible en <<http://www.cpimtz.sld.cu/normavanc.htm>>.

Biblioteca y Archivo, Universidad Autónoma de Madrid: *Cómo elaborar una bibliografía estilo Vancouver*, Madrid: Universidad Autónoma, 2008, [en línea], fecha de consulta: 6 de octubre de 2009. Disponible en <[http://150.244.9.206/sc/documentos/tutorial\\_vancouver.pps](http://150.244.9.206/sc/documentos/tutorial_vancouver.pps)>.

*Ejemplos de cómo registrar bibliografía: del formato o estilo Vancouver-desarrollado por la Biblioteca Nacional de Medicina de Estados Unidos*, [en línea], fecha de consulta: 6 de octubre de 2009. Disponible en <[http://www.iberopuebla.edu.mx/Biblioteca/citas\\_archivos/VANCOUVER.pps](http://www.iberopuebla.edu.mx/Biblioteca/citas_archivos/VANCOUVER.pps)>.

*Referencias bibliográficas: ejemplos de casos. Concreciones a : Uniform Requirements for Manuscripts Submitted to Biomedical Journals*, Barcelona: Doyma, 2003, [en línea], fecha de consulta: 6 de octubre de 2009. Disponible en: <<http://www.aeped.es/pdf-docs/vancouver01.pdf>>.

*Cómo redactar las referencias bibliográficas: el estilo Vancouver*, [en línea], fecha de consulta: 6 de octubre de 2009. Disponible en: <<http://www.fundacion.org/contenido/referencias-bibliograficas-vancouver.pdf>>.

Cañedo Andalia, Rubén: «¿Referencias bibliográficas según el estilo Vancouver?: Citing medicine es la fuente de consulta por excelencia», *Demostración*, Cuba, Vol. 1, No 2, 2009, [en línea], fecha de consulta: 3 de octubre de 2009. Disponible en: <<http://submission.scielo.br/index.php/cuba/article/view/16008/1302>>.

### Chicago/Turabian Style

University of Chicago: *The Chicago Manual of Style*, Chicago: University of Chicago, 1993<sup>14</sup>.

*The University of Chicago: Chicago Manual of Style Online*, Chicago: University of Chicago, 2003 [en línea], fecha de consulta: 6 de noviembre de 2009. Disponible en: <[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)>.

Castañeda, Víctor: *Guía para citar recursos (impresos y electrónicos)*, México: Centro de investigación y Docencias Económicas, 2006 [en línea], fecha de consulta: 16 de octubre de 2009. Disponible en <[http://biblioteca.cide.edu/Chicago\\_Manual\\_of\\_Style\\_20052\\_oct.htm](http://biblioteca.cide.edu/Chicago_Manual_of_Style_20052_oct.htm)>.

### APA Style

American Psychological Association: *Publication Manual*, Washington: APA, 2009.

Plonsky, M., Ph.D.: *Psychology with style: A hypertext writing guide (for the 5<sup>th</sup> edition of the APA Manual)*, Wisconsin: University of Wisconsin, 2007, [en línea], fecha de consulta: 24 de octubre de 2009. Disponible en: <<http://www.uwsp.edu/psych/apa4b.htm>>.

The Ohio State University: *Cite resources: American Psychological Association (APA)*, The Ohio State University Libraries, 2009 [en línea], fecha de consulta: 16 de octubre de 2009. Disponible en: <<http://library.osu.edu/sites/guides/apagd.php>>.

Canales Opazo, Tatiana: *Formato APA- Quinta edición*, 2002 [en línea], fecha de consulta: 17 de noviembre de 2009. Disponible en: <<http://www.cdict.uclv.edu.cu/node/estilo-apa-paralasreferenciasbibliograficas>>.

Melva L. Rivera Caraballo: *Cómo preparar referencias bibliográficas según el manual de estilo de publicaciones de la American Psychological Association (APA)*, 2002 [en línea], fecha de consulta: 23 de octubre de 2009. Disponible en: <<http://bibliotecavirtualut.suagm.ued/Instruccion>>.

### Harvard Style

Leeds Metropolitan University: «Quote, Unquote: The Harvard Style of referencing published material» *Skills for learning* England: Leeds Metropolitan University, 2009, [en

línea], fecha de consulta: 30 de octubre de 2009. Disponible en: <<http://skillsforlearning.leedsmet.ac.uk>>.

Rutter, L. y Holland, M.: *Citing References: The Harvard system* Poole Bournemouth University Academic Services, 2002 [en línea], fecha de consulta: 30 de octubre de 2009. Disponible en: <[http://www.bournemouth.ac.uk/library/using/harvard\\_system.html](http://www.bournemouth.ac.uk/library/using/harvard_system.html)>.

Rudd, D.: *Cite me in yours: Harvard version: references, bibliographies, notes, quotations, etc.* Bolton: Bolton Institute of Higher Education, 2001, [en línea], Disponible en: <<http://www.bolton.ac.uk/learning/pubs/csu>>.

## MLA Style

*MLA Handbook for writers of research papers.* New York: Modern Language Association of America, 2009<sup>7</sup>.

*MLA Style Manual and guide to Scholarly Publishing* New York: modern Language Association of America, 2008<sup>3</sup>.

*MLA Citation Style*, Ithaca, New York: Cornell University Library, 2009, [en línea], fecha de consulta: 16 de octubre de 2009. Disponible en: <[http://www.library.cornell.edu/newhelp/res\\_strategy/citing/mla.html](http://www.library.cornell.edu/newhelp/res_strategy/citing/mla.html)>.

## ISO Style

*Norma internacional Organización Internacional de Normalización ISO 690 12ª ed.*, 1987 [en línea], fecha de consulta 23 de abril de 2010. Disponible en: <<http://biblioteca.ucv.cl/herramientas/citasbibliograficas/iso690/iso690.htm>>.

*Norma internacional Organización Internacional de Normalización ISO 690-2 1ª ed.*, 1997-11-15 [en línea], fecha de consulta 23 de abril de 2010. Disponible en: <<http://biblioteca.ucv.cl/herramientas/citaselectronicas/iso690-2/iso690-2.html>>.

## QUOTE AND NOTE

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First of all it is agree to clarify the both concepts:

Quote: according to Cazares Hernández, a quote is a presentation, or textual, or summarized, of other author ideas that are used as support to the researcher, it is contrast with our argumentation, or gives more information.

Note: Spanish Royal Academy of Language, defines the note as warnings, explanations, comments or news of any kind that printed or handwrite go out of the text, either at the margin of the page, or at the end of the work, or each division, with the appropriate call in the right place of the text.

### Quotes

#### *Type of quotes*

- Textual: those that reflect, in literal form, it means, word by word, the words of the author.

Rules:

- They have to be really textual, it means, it should not be changed the spelling errors, not grammatical, not even introduce fonts styles – cursive, bold, underline- that does not appear in the way original. In the case that we would do it, we should leave constancy of it in a corresponding note, specifying the modification.
- If it's inside in the text (it cannot be more than three or four lines), and they have to be in between Spanish quotation marks («»).
- If we highlight out of our text (in a separated paragraph), the rule changes, and it will have to have indent at right and left side, or unless at left side, without quotation marks or cursive and with its reference type number lower than normal style.
- At the end the quotation marks has to be a number –in superscript- that will refer to its corresponding note, in which will appear up the information relates to the work, even, and this is essential, the number of the page.
- They have to be literal, and in the case that we omit a part of the text, it has to point out as (...).
- In the case we find some error, for example typographic, we will have to write [Sic.], it means, as in the text.
- It must be chosen carefully (evaluate the content and the importance of the authorship) and use them with moderation.

- Conceptual: those in which we capture, in a summarize way, the thought or ideas of one author, but without been textual. At the end of the summarized part, have to be written in the number that will take us to the corresponding note in which have to point out, author, title of the work, or more specific, volume, chapter or page number.

#### *Quote functions*

- Shows, textual and conceptually, some authors ideas.
- Shows the science community existent discussion about a topic or an idea treated in the work. In the case of quote, some opposite ideas to our argument will have to show, immediately after our disagreement, followed by a valid argumentation and contrast.
- Prove that text, documents, ideas, etc., which have been working, have been consulting and have known.
- Avoid to plagiarism.

### **Notes**

#### *Type of notes*

- Bibliographic: those are which showed the information of the work or documents from where we took the quote. They have to contemplate the edition information (name, title, city, editorial,). This information and its order, will depend on the system bibliographic used. In any case, they have to be completed and be standard along with the work.
- In content, descriptive or outside of the text: it will be used for express all the things to clarify some aspects of the text (for example, definitions, and concepts) or to extend some kind of information that completes the given information. At the end, those indicators, comments, anecdote, and inputs, that you would like realize about the discussion, but without changing it.

#### *Notes functions*

- Show the bibliographic reference of the consulted documentation, to let the reader or consultant to turn to it, easily, to the quoted works.
- Bibliographic and documents clarification, as setting differences in between translation editions and interpretations, etc.
- Inform, in a collateral form, of other existent points of view, versions, similar authors, remakes, anecdotes or clarifications that could be interesting for the reader, always with the objective of not influencing in the developed of the discourse.
- Provide information about the different consulted editions, especially when different translations have been consulting, because they should not to be identical, especially, in conceptual level.

- Clarify and expand concept to be used in the text. Contribute with the complementary documentation, using expression as “refer to...”, o “for order information consult...”.
- Clarify technical or specifically language. In this case, depending on the type of work, could be required the independent insertion on the glossary. (Check section “Index”).
- Transliterations (consult standards which is related with its in the section “Some standard recommendations”): it is the specific place to point out or transliteration, or transcription of the original text. In the first case must be specified.
- Translations: original text can be translated as in text as in the note. In any case, it is agree to keep the standard in relation with this.
- Author notes: (N. of A.) We are the authors. It is use to specify or own its contribution to the original text.

### **How must be pointed out the quotes and the notes**

#### *Quotes*

- Textuals:
  - Less than three or four lines: inside of the text, in between quotation marks (Spanish) and without cursive, adding its corresponding call note. (Although depending on the system used, it can be a next to the quote).
  - More than three lines: outside of the text, in paragraph separately, without cursive, in round, one points less of normal size and indentation.
- Conceptuals: without quotation marks, in regular, same size as the font and its corresponding call to the note.

#### *Notes*

- At the end of the page: two points lower than normal font size and justify as the document; if it is the case, have to contain all the information of the bibliographic reference. It is the most use for being the most suitable as allow its consult at the same time as the document is reading.
- At the end of the chapter: as the previous case, has to contain all the bibliographic information, if we talk about bibliographic notes. More difficult to consult, because we have to look for it at the end of the chapter.
- At the end of the document: as formal level, as the previous ones, but increase difficulties for its consult, so they intend to be used less.
- Next to the quote: it refers to those that are point out next to the quote, in the text (consult “Bibliographic systems”). They use to give only three dates in between brackets (author, year, and page). They used to be use more often in science texts or documents. They are difficult or complicate to be consulted because it requires going every time to the bibliography to check it or consult information.

## INDEXES

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Indexes help the reader to localize determinate, relevant, specified and specialized information, in between all the amount of it that exists in a printed document. On their side, it helps author the organization and classification or the knowledge and content during the writing.

### Types

- General index, content or summary index. Sequential order numeration, as they appear up in the document, understanding for these parts, chapters and subchapters, it referring to the page in which it begins.
- Illustrations and tables index. In this denomination which is included any kind of graphic document inserted in the text (table, graphics, maps, diagrams, etc.). It is the final list of all the elements of this kind that appears in the text and with the reference of the page in which they appear. (Refer to “Graphic documentation”).
- Plate index. The plate index includes every data related to each plate; they are organize in the order in the text inclusion of the text and, as the plate are not numerate, they have not got any reference or it is indicate the two successive pages, odd and even, in between the plate it is include.  
(Refer to “Graphic documentation”).
- Onomastic index. It includes the names quote in the text, of persons whether these are from people, geographic, movements, art currents, scientific schools, etc. Will appear in alphabetic order and referring to the pages in which they are quote. In the case of people names only the most relevant will be include, fundamentally of the primary source authors, not in this way the secondary, and those important figures with some history meaning. To avoid similarity names confusion, must to be include the birthday date and place and if so, death, as well as profession. Optionally can be adding a concise biography of the person.  
In the case that exist any kind of relationship in between the quote person and the graphic material (tables, graphics, maps, plates, etc.) the pages in which the material appears will be point out in cursive.
- Concepts index. Will figure on it, in alphabetic order quoting the page in which they are include on the text, the words, ideas and specialize concepts used in the document.
- Analytic Index: it is an index that include as onomastic as concepts organized alphabetically, without stabilize differences between inputs types. Is frequently use in

sort essays, in which, as have little onomastic and concept inputs, it is choose to include them all in one.

- Glossary. Appear up in it interesting technical vocabulary used in the text, but unlike de concepts, they have a little explanation of each on. Its classification it is realize using alphabetic order, without referring the page in which they appear, and in general, they are presented in double column.
- Annex index. Index of the documents included in the annex section. (Refer to “Annex”).

### Organization and location

It will detail the page number of each elements figure (parts, illustrations, plates, names, etc.) included in the work.

INDEX		
TYPES	ORGANIZATION	LOCATION
General, contains or summary index.	Sequential order of appearance in the document.	At the beginning of the document, never at the end. After the cover, title page, dedications and gratitude, and before to the introduction.
Illustration index	Sequential order of appearance in the document.	After the conclusions, before the plane index.
Plane index	The plane is show in the sequential order in which they appear in the document.	After the illustration index and before the onomastic index.
Onomastic index	Alphabetic order and in two columns.	After the plane index and before the concept index.



Concepts index	Alphabetic order and in two columns.	After the onomastic and annex index. Occasionally can be included, in between, in the onomastic index.
Analytic index	Alphabetic order and in two columns.	After the onomastic and annex index and. Occasionally can be include, in between, in the onomastic index.
Glossary	Alphabetic order and in two columns and without reference to the page.	After the onomastic and annex index and. Occasionally can be include, in between, in the onomastic index.
Annex index	Sequential order of appearance in the document. In the contents index must include by its corresponding page.	It is the last section of the document.

On this table, as it can be seen, its repeats the contain of the last column of the concept index, analytic index and glossary; in the case of more than one were include, must be dispense in the same order used in the table.

The summary, technical name of the general index or contains index, it is a special case in some aspects. Its importance remain in a table contains, in other words, the structural work squeak, so will give a first general idea to the reader of the things discussed and in the way in which is discuss. Regarding to its location, it is include at the beginning of the publication, after the cover, title page, dedications and gratitude; the summary at the end of the document, even allowed, are frequency use in old publications, but weird in the current editorial design. In the case in which the documents were bind in more than one volume, general summary will appear in each volume, placing after the specific index of the corresponding volume.

## GRAPHIC DOCUMENTATION

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### Types

Graphic documentation of a document including from representations of works of art, photographs, drawings, tables (Organize values series), graphics (data representation by lines and coordinate axes), maps (representation on a flat surface of the earth or part it) or plans, among others.

However, its presentation which is in the final document can be of two types:

- Illustrations: those images that insert in the text
- Plates: Any kind of printing on one sheet.

It's a basis to know this distinction, independent of the nature of the graphic document that we will use that because of each of these two types are referring numbering and formal page differently.

### Organization and location

Speaking of its location, if this relates to the documents are included in the text, must have correlative numeration and its location should be in compliance with the location of text in which it's relate.

The plates, on the contrary, as other documents look like them, must be on separate sheets, without number and without changing the correlative pagination of the document.

### References data

We may say that the following data are not all obligatory at the feet of graphic document, but if they are in those respective indexes.

Reference Number: If the text presents some of the types of documents mentioned above, it's necessary that bring a reference into its nature (Illustration No. 22, Map No. 23 or PLATE XXIV). These references can be presented in a briefly form.

Author: complete name, without abbreviations. In the case of it not exist, it will mention about the secondary responsibility. In the case of tables or graphics do not need to mention about authorship.

Title: if it is a work of artistic or literary character, it must always be written in italics; in the case of tables, graphics or maps will go in normal font.

Date: It's only requiring in the case of art works, events, maps, etc. It can present in two ways, by year or by century. Although in some cases, not possible to present the first way, we have to agree on our criteria.

Nature of document: As in the previous case, only require for mention works. The technical support and dimensions are needed to be specified.

Location: in the case of art works, maps, it must indicate to whom own the physical property of document (museums, libraries, private collections ...).

Property: It should reflect the source, -author documentary source, an institution ... especially in those cases where it can present conflicts may relate to the author copyright. In any case, to do a research paper is not necessary, because of the law allows.

## ATTACHMENTS

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Organize and classified set of complementary material of research. Frequently, it calls Attachments. It included in all documentation that extends aspects not treating in the general text but, to underline the complete character, serve to improve understanding of tangential aspects. The elements included in those Attachments, therefore, informative character, explanatory, and even trivial, thus demonstrating its interest document of author of the work.

### Types

Among the most frequent types of complementary material which we can quote reproduction of legal documents, such as proof of identity, contracts, affidavits, historical property registers, etc., normative and regulatory documents, standards and models, relations of experiments, samples and prototypes; statistics and other analytical studies, correspondence, it's like maintain in between main figures of the work; mapping and maps; additional photography, which not include in the general text by the accessory character, or reproductions of drawings and original sketches, unpublished documentation or scattered which is found in the research process, such as newspaper articles, short essays, etc.

### Organization and location

The insertion of those attachments in the text will be made by including a section with that name, placing it ahead of the bibliography. Each document included in those Attachments should be titled and separated clearly from the rest, and it should start each new page on the right side, it means, odd, like a plate

In the summery, or general index, also appear up below the heading Attachments, it must relate to each title awarded and in the order by appearing in the document

To organize them, as much general index as Annexes section, it will use the alphanumeric classification.

## DEFENCE

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The following are some of the most important aspects that must contain a defense of research paper. The extent of development and order of exposure will depend on the type of work and the stress you want to give to each of the points according to the results obtained.

### Topic that must treat and order development

- Reason of the topic choice:  
Justification bases on two parameters: personal choice and scientific interest (see “Election of the item. Details to take into account”).
- Backgrounds:  
Summary of the prior hypothesis formula.
  - Who have previously mentioned about the issue as a specific reference to names and titles.
  - What were the results of such research and its acceptance.
  - Justification of data excluded.
- Current state of research:  
Main authors and theories.
- Methodology of research:  
Planning and development phases and milestones.
- Development of research:  
Justification and relation in between different sections or phases of research.
- Conclusions:  
Set before and after of the investigation.
- Explanation and defense of bibliography:  
Make judgments on the consulted works which is resulted those relevant for the work.  
It can be realized according to sections or chapters.

### Speech

- Establish from the beginning what it’s going to say.
- Concept saving. Many ideas in a short time would confuse the listener.
- Measure the time carefully.
- Avoid talking quickly (300 words / min.) or slowly (80 words / min.).

- Take care of pronunciation. Finish the sentences and pronounce carefully.
- Take care of clothing.
- Remove recitation and manage the breaks well.
- Talk straight, head up.
- Do not improvise, rehearse.
- Check experiment that you want to use.

### **Presentation, Power Point and Colour Slides**

- Avoid over-slides.
- Choose carefully.
- Prepare each presentation on your own.
- Preferably that oblong pictures than vertical ones.
- Better graphics than tables.
- Background in a dark color better than clear or white.
- Light pointer: don't over use it.
- The slides are discussed, but not for reading.
- Do not show many lines on each slide.
- Large and clear font.
- Avoid, where possible, the "special effects".

## SOME STANDARD RECOMMENDATION

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The ISO standard, international character, published in English and French versions. This is to make those titles easily of those standards been translating in Spanish, nevertheless, it's a very easy location for a reference number.

UNE 1082:1951 –Signos de corrección en imprenta.

UNE 1011:1990 –Papel de escritura y ciertos tipos de impresos. Formatos acabados. Serie A y B.

UNE 5002 se sustituye por UNE 82103: 1996/ISO 1000:1992– Unidades SI y recomendaciones para el empleo de sus múltiplos y submúltiplos de algunas otras unidades.

UNE 50101:1990 –Documentación. Presentación de publicaciones periódicas.

UNE 50103:90/ISO 214:1976 –Documentación. Preparación de resúmenes.

UNE 50-104-94/ISO 690:1987 –Documentación: Referencias bibliográficas. Contenido, forma y estructura.

UNE 105 –Abreviaturas de palabras comunes.

UNE 50110:1990 –Documentación. Sumarios de publicaciones periódicas.

UNE 50111:1989/ISO 999:1975 –Documentación: índice de una publicación.

UNE 50113: –Documentación e información. Vocabulario.

UNE 50128:1994 –Documentación. Presentación de traducciones.

UNE 50132:1994/ISO 2145:1978 –Documentación. Numeración de las divisiones y subdivisiones en documentos escritos.

UNE 50133:1994 –Presentación de artículos en publicaciones periódicas y en serie.

UNE 50135:1996 –Documentación. Presentación de informes científicos y técnicos.

UNE 50136:1997 –Documentación. Presentación de tesis y documentos análogos.

UNE 5100 -Magnitudes y unidades. Principios generales.

ISO 233-1984 –Documentation -- Transliteration of Arabic characters into Latin characters

ISO 259-1986 –Documentation -- Transliteration of Hebrew characters into Latin characters

ISO 690-2: 1997 –Information and documentation -- Bibliographic references -- Part 2: Electronic documents or parts thereof

ISO 7098:1991 –Information and documentation -- Romanization of Chinese

ISO 843:1997 –Information and documentation -- Conversion of Greek characters into Latin characters

ISO 9:1995 –Information and documentation -- Transliteration of Cyrillic characters into Latin characters -- Slavic and non-Slavic languages

UNE 1082:1951 –Signos de corrección en imprenta.

UNE 1011:1990 –Papel de escritura y ciertos tipos de impresos. Formatos acabados. Serie A y B.

UNE 5002 se sustituye por UNE 82103: 1996/ISO 1000:1992– Unidades SI y recomendaciones para el empleo de sus múltiplos y submúltiplos de algunas otras unidades.

UNE 50101:1990 –Documentación. Presentación de publicaciones periódicas.

UNE 50103:90/ISO 214:1976 –Documentation -- Abstracts for publications and documentation

UNE 50104-94/ISO 690:1987 –Documentation -- Bibliographic references -- Content, form and structure

UNE 105 –Abreviaturas de palabras comunes.

UNE 50110:1990 –Documentación. Sumarios de publicaciones periódicas.

UNE 50111:1989/ISO 999:1975 –Documentación: índice de una publicación.

UNE 50113: –Documentación e información. Vocabulario.

UNE 50128:1994 –Documentación. Presentación de traducciones.

UNE 50132:1994/ISO 2145:1978 –Documentation -- Numbering of divisions and subdivisions in written documents

UNE 50133:1994 –Presentación de artículos en publicaciones periódicas y en serie.

UNE 50135:1996 –Documentación. Presentación de informes científicos y técnicos.

UNE 50136:1997 –Documentación. Presentación de tesis y documentos análogos.

UNE 5100 -Magnitudes y unidades. Principios generales.



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